









Chinese students fly in with a touch of oriental rapid-learning magic

It is not surprising that even after a year or two of residence in the United Kingdom...

few postgraduate scientists are to arrive here shortly for research...

Chinese students do force teachers to look at teaching in a very special way...

It is some likely that the high cost of sending students to this country may have influenced the Chinese choice of institutions...

At Manchester, the students are taking a variety of existing courses in social science...

Other teachers asked about this point said that they did not find that they had to make any alterations in their teaching methods...

Otherwise the Chinese seem to light upon a particular institution for their own contacts...

Time is also given to the use of reference books, and the development of rapid reading...

The fact that the Chinese students follow courses designed exclusively for their national languages...

very kind. They tend to think we are from Singapore or somewhere like that...

A hard day in the life of a Cranfield management student

Up early for a jog around airfield perimeter. 8.00 breakfast. 8.40 First class session...

building that offers television studios, computing equipment, and the teaching facilities...

for senior managers above 40 years of age. Professor Gordon Wills, chairman of Cranfield...

There are already several hundreds of medium-sized firms, and the school is pushing its courses...

A technical lesson from France

In making do England and the Continent at the present moment are strikingly different...

At higher education he is much admired abroad. He established two universities...

In France, on the other hand, as early as 1810, a merchant from Lyon, Vital Roux...

Although 11 new universities with a technical bias were opened between 1871 and 1900...

British educationalists do not seem to have taken much interest in the French higher education system...

It is an important article in the Monthly Review. R. G. Haldane, an educated Arnold and...

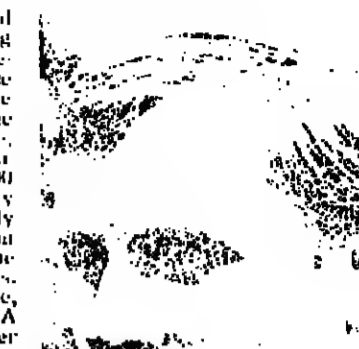
Britain 'could afford' to squander money

The British regarded technical education as irrelevant to their own development...

Arnold attributed this difference in approach to the fact that Britain had a much richer than other countries...

Why David Storey has got it in for academics, the critics, and 'literary whizz-kids'

Academics are anathema to David Storey. He is on record as saying that half the English literature departments in the country should be closed...



Both as playwright and novelist, Storey is highly successful. Saville is his sixth published novel...

more important than the other. The plays just put out of their own accord...

Haldane calls for a 'managerial elite'

In an important article in the Monthly Review, R. G. Haldane, an educated Arnold and...

to pay for it, he signed up as a professional Rugby League player for 24 years...

Britain 'could afford' to squander money

The British regarded technical education as irrelevant to their own development...

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Handwritten note: 20/10/1970

Francis Gibb

Gerry Fowler, MP, replies to criticisms of the DES

# Problems in planning an overall education strategy

There is a new interest in the planning of educational development in Britain. Its awakening coincides with the end of the long period of euphoric expansion, when most demands from teachers and consumers could be satisfied sooner or later.

Its focus is the planning system of the Department of Education and Science, of which report from the Organization for Economic Cooperation and Development in 1975, a former Minister, Lord Crowther-Hunt, and a House of Commons committee in 1976, have been highly critical.

I wish to argue, not that all is well, but that some of the criticisms have been wrong-headed, and others only partially valid. There has been an excessive emphasis upon organizational change as the remedy to perceived weaknesses in policy planning. Too often critics have failed to examine in depth examples of the planning process in operation.

The OECD examiners pointed to the department's failure to evolve a strategy plan for the education service as a whole, based upon an examination of ultimate goals and objectives rather than the means of implementation.

When applied to the DES this formulation of the British way of running government refers to more than the conventional partnership between the department, the LEAs and the teachers.

I do not see how the DES can avoid being perceived as a central planning ministry. But it is scarcely practicable to open an open debate about the purposes and structure of the whole education service simultaneously, let alone the allocation of resources between segments of it.

It is clear from this example that policy for the schools impacts upon policy for higher education, and vice versa. The department is capable of devising in private a long-term strategy for overall educational development.

Interests in education are the teacher unions. Their view cannot be disregarded; but neither can it at any given moment be fully accommodated.

The union argues strongly that the teacher-training capacity of these former colleges of education should not be reduced nearly as sharply as the Government would wish. We propose to provide colleges to diversified institutions of higher education would be greatly eased, and with it the problem of higher education as a whole in adapting to the smaller age-groups of the mid-1980s.

But the NUT also argues that there should be no unemployment among trained teachers seeking posts. The relative salaries of teachers should be maintained, and that there should be no worsening of the ratio of work within the schools.

I dissent to every proposition in this list—except when I look to the long-term policy implications for education as a whole. The salaries of teachers at all levels account for 70 per cent of recurrent expenditure on education, and for more than 50 per cent of total expenditure.

Let us assume that the 1972 statement had been fuller, setting out all the arguments for and against alternative policies, and relating them to clearly stated ultimate goals; and that it had been produced after some years of complex public debate, negotiation, and consultation.

It would have been a better and more useful document. But would subsequent events have been very different? There are good reasons for believing that they would not.

It is likely that, while the present Government was still in power, the policies examined here (not all) of the policies that have been adopted since.

It is clear from this example that policy for the schools impacts upon policy for higher education, and vice versa. The department is capable of devising in private a long-term strategy for overall educational development.

Overall planning means some central control or guidance, and it is common to believe that they are good for others, but not for oneself. Thus, there are those in the universities who believe that the polytechnics should be brought back to their original purpose.



Planning must be conducted in the open. But it is scarcely practicable to conduct an open debate about the purposes and structure of the whole education service simultaneously.

ment of the service now take place at any time, but plans will be implemented only in circumstances which are most difficult to both existing activities.

The DES here must be seen in the context of a much broader planning system, where design stands in a different relationship to the objectives of the department.

None of this explains why the 1972 policy statement omitted any consideration of adult and continuing education, and of the 19-year-olds. Any substantial evaluation of the overall objectives of the education service should include these sectors, vital both for employment and for the development of the individual.

For adult education the answer seems simple. Comparison with the Russell Committee, the skills of the adult education sector, and the 19-year-olds. The committee failed to report until a year after the 1972 White Paper was published.

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# Mistaken identities in the history of design

There is a widely held and firm belief that the prerequisite of a history of design is a clear definition of the subject: what activities it embraces and what qualities of the product are the result of design.

Despite the use of that word "product", where design stands in a different relationship to the objectives of the department. In the design history research group, we have been exploring the relationship between design and the history of design.

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# Wanted: a path through the confusion of social work training

obio resembles, and in creating improvements in a short time; but without some formal training all are certain to have gaps in their knowledge and experience.

Another differentiation in future will be between the Certificate of Qualification in Social Work and the previous Certificate of Social Service. If social work is to make any headway in the professions, it must be seen as a separate level to the medical, legal and other professions.

The role of the Council for Education and Training in Social Work is one of facilitation; it needs to state some fundamental facts:

1. The organization is set up to improve the education and training of social workers.

2. The social work profession will be stronger if its members understand clearly the role of the social worker and that kind of social work.

3. A social worker cannot speak with the same authority as a doctor, or a psychologist, even though he/she has learnt a great deal about medicine and psychology both as an individual and as a social worker.

4. It is important to be able to identify and differentiate the social worker's role from other professional roles.

5. It is, therefore, a minimum requirement that social work courses teach the law. It took many years to establish a profession for us by the Local Authority Social Services Act.

# Toni del Renzo

The author is principal lecturer in charge of the department of the history of art design and complementary studies at Canterbury College of Art.

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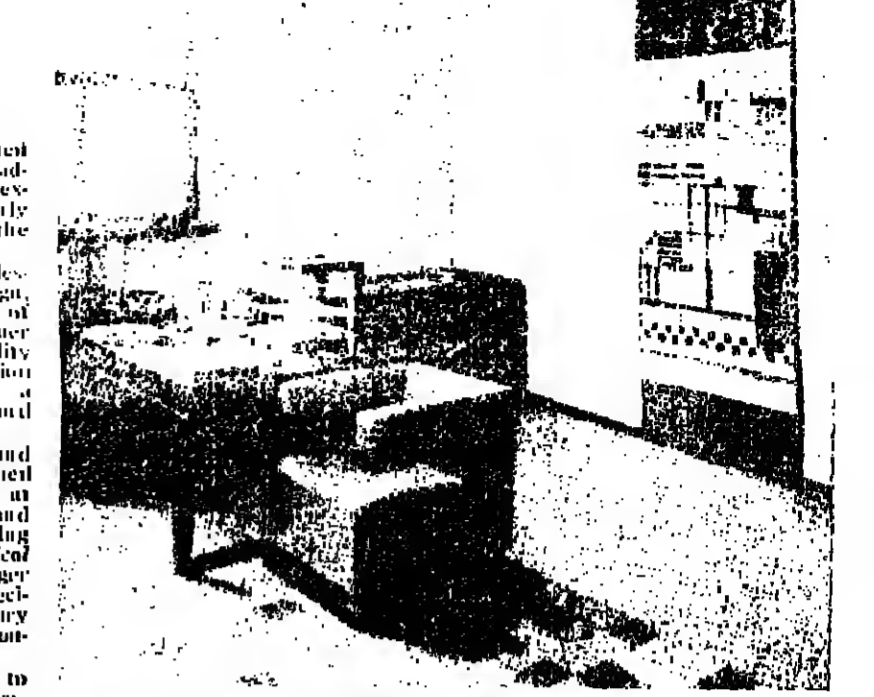
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Modern design: aimed against or along?

The growth of technology distinguished the relations to production of hand, eye and brain. In those days, a blurred area of activity with imprecise limits of scope and responsibility gradually defined the use of the word "design".

This imprecision was aided by the already existing semantic ambiguity of the word which had acquired from its other and earlier uses.

The failure of the ideological struggle of art unconfined and, after it, and like it, of the *Vkhrystian* and the *Deming* can be attributed in part to a failure to understand the social reality that made design necessary, and to discover what was the social, as distinct from financial, investment that required design and their design accorded.

Design, theory removed apart from the development of consumer society, while much of the practice was being immersed in it. Theory proposed the house as a machine for living, first with the Futurist anticipation of massive contribution and production of needs, and then with the more elegant theory of Le Corbusier.

The inebriation of that contribution, the occupant of that house—was transformed into a machine for consuming and the political system into a machine for consuming. The three machines were not developed at the same rate and with the same speed.

It is curious to extrapolate back into the past, the conceptually separable aspects, shape, surface qualities and the activities specify.

# Gilvray Adamson

The author is a consultant ophthalmologist.

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LETTERS TO THE EDITOR

Politicians and discontent

Sir,—A remarkable aspect of the current debate on education, initiated by the Prime Minister, is that so far almost nothing has been said about the responsibility of the Department of Education and Science, and of politicians, for the present serious discontents with the educational system.

Area studies

Sir,—In John Hargreaves' article (THES, January 17), continuing need to improve studies teaching and research in British universities, he is, I think, in an area where his criticisms are by no means in the present coverage.

Reading Whitehall's entrails

The new White Paper on public expenditure is an even more opaque document than usual. It is only 22 pages long including appendices and only covers two years, 1977-78 and 1978-79, instead of the normal five. As expenditure for next year is already settled, in outline if not in detail, this White Paper provides an even more fleeting glimpse of future Government spending plans than its forerunners.

Lord Annan in context

The period of transition from a selective to a comprehensive system of secondary schooling is nearly over. The cross between of grammar and secondary moderns continues to exist in various guises and degrees.

Saving physics from the spiral

The latest news on this season's UCCA application will cheer up many academic scientists but for the group whose morale is in greatest need of a boost the figures are very depressing. Physics is the only major science or engineering subject whose share of total applications has fallen substantially.

ratios to a level where physics departments could justify an increase in the number of lecturers. Next year's big increase in student fees will give universities a greater incentive to favour courses that are attractive to students, and this will further increase the pressure on basic sciences.

Scottish UGC

Sir,—Mr Roca's point (THES, January 21) I take to be that an educational system can, after all, be a national one without being nationalistic, and that the UK system, as seen from a foreign shore, is one example. I have had a right nice view, anyway, if one can get it.

Four-colour theorem

Sir,—There seem to be a number of misunderstandings that have arisen from press reports of my lecture "A proof of the four-colour theorem" in London on December 20.

Swann report

Sir,—Last night of your article (THES, January 17) I have the impression of the general recommendation of Swann's unpublished report on British universities and post-secondary education.

Two views on how devolution may affect the role of universities in Scottish higher education Universities are not guilty of treachery

A majority of the academic and administrative staff members of the Scottish universities would probably support the Government's proposals to leave the University Grants Committee, There is clearly no general enthusiasm for the inclusion of the universities within the responsibilities of the Edinburgh Assembly.



Edinburgh's Princes Street: "The universities will do their utmost to meet the needs of the people of Scotland."

Paradoxically it may be this heightened awareness and genuine concern for the best interests of their institutions which is being expressed by the Scottish university community. For there is no doubt that the arguments put forward in support of changing the present arrangements have been unconvincing, and some indeed have had positively frightening implications.

Such statements are almost certainly untrue. As institutions, the universities in Scotland have, quite properly, made no comment on the general proposal that some powers should be devolved to a Scottish Assembly. Some universities, however, and some groups and individuals within universities have quite properly expressed concern and opposition to proposals that the powers to be devolved should include an authority "to control the universities".

In the absence of legislative proposals for an independent Scotland, and therefore against a background of the continuing

process. If the thought is that a sheet should be maintained then the universities should at least be given some warning of the changes they might expect.

In fact the University Grants Committee system has been extremely successful and it has been admired and copied throughout the world. Government wishes and policies have been transmitted and interpreted to universities. The latter for their part have effected major changes of many kinds, have operated very efficiently and have surmounted many difficulties, all the while maintaining an effective measure of autonomy.

All these previous considerations apart, however, I sense, as a Scotoman brought up and educated in this country and now delighted and honoured to have returned after many years of absence, that the element which is really disturbing academics in Scotland is the bad smell of political extremism, intolerance and chauvinism which pervades some of the claims for "control" by the Assembly. I do not believe that the Scottish people will ever tolerate such excesses, but it is these clumsy threats which have caused alarm.

I believe that there is no need for this alarm, especially now that the Government's legislative proposals are known. Whatever the exact details of the eventual outcome, the universities will adapt to any reasonable structure which emerges, and they will continue to try to fulfil their proper function to the best of their ability, as they always have done.

The universities have, for some time now, been developing liaison arrangements between each other and with the other institutions of higher education in Scotland. It can be safely predicted therefore that the universities will welcome the establishment by the Assembly of a Council for Higher Education in Scotland.

I am sure that the universities will seek to play their full part in such a council and will do all they can to assist in the definition of the genuine educational and academic needs of the country. Once defined, the universities will certainly hand their utmost efforts to meet the needs of the people of Scotland, as well as to continue to make their contributions to the academic world in Britain and beyond.

Sir Hugh Robson

The author is vice-chancellor of Edinburgh University.

Exciting potential of a Higher Education Council

At the beginning of the present academic year it looked as if the atavistic resistance to educational devolution displayed by the Scottish universities meant that little advance towards a rationalization of post-secondary education was likely.

There are now, however, signs that the Devolution Bill's suggestion of a Higher Education Council may find favour with the Scottish universities and with the academic profession. A joint universities' working party has been proposed to make positive suggestions about the nature and functions of such a body, and the Association of University Teachers (Scotland) has already held a major conference on the same theme.

How far these moves reflect a change in political reaction by universities, how far they are a response to the inevitable, and how far they reflect the harmlessness of the government's intentions, it is too early to say. It is not, however, too early to suggest to the universities, the colleges and the schools some concerns which an effective Higher Education Council must have.

The Bill suggests that the council would have a coordinating role in the post-secondary sector, and would include in its remit links between that sector and the schools. Quite clearly then the council must not be dominated by the universities—or any other set of institutions for that matter.

I hope it will emerge as the first really representative educational body in Scotland, and I hope very much that it will be concerned primarily with the traditional academic hierarchy of institutions.

land, and I hope very much that it will be concerned primarily with the traditional academic hierarchy of institutions.

We need desperately at this time flexibility of entry, of movement and of qualifications in the post-secondary phase of education. Institutions in Britain have the potential to offer a plurality of educational experience to individuals, but those same individuals have fewer choices than they ought.

Once programmed into "further", they cannot avail themselves of relevant offerings in "higher", since in a university they are unlikely to make use of the resources of local authority colleges or central institutions. Add in the duplication of courses and resources which stems from the conflicting interests of the different planning bodies, and coordination is well nigh mandatory.

Scottish education is divided by its planning agencies and paymasters: the universities (with the University Grants Committee and Department of Education and Science in Whitehall), local authorities with boards and committees in the regional capitals, and the Scottish Education Department in Edinburgh.

After devolution there will certainly be no reduction to their number, and probably no less confusion about their responsibilities. The case for coordination in post-secondary, and between it and the school sector, will be strengthened.

The Higher Education Council must recognize that interaction between the sectors is of immense significance in the provision of a planned system of learning in our society. One of its first tasks must be to foster close examination of the continuity of curriculum and of teaching and learning methods from school to further and higher education.

There are also trends towards more individualized learning and all that implies for resources and staffing at both schools and colleges; and suggestions for tertiary colleges—the combination of upper secondary and post-secondary courses. These are all concerns that run through the whole of education, and cannot be met by the individual reactions of any one planning or fiscal agency. I would submit that they need serious combination of all the resources that would be available to a Higher Education Council. Only through such a body would both political and educational reactions be combined and evaluated.

Alex N. Main

The author is adviser on educational methods at Strathclyde University's Centre for Educational Practice.











Universities continued

THE OPEN UNIVERSITY FACULTY OF EDUCATIONAL STUDIES APPOINTMENTS

Applications are invited for the following posts in the above faculty:
1. LECTURER to work in the Curriculum Studies discipline.
2. LECTURER to work in the Psychology of Education discipline.

3. RESEARCH ASSISTANT to work in the Psychology of Education discipline.
The successful candidate will, in the first instance, assist with one of the following current research activities:

UNIVERSITY OF IBADAN-NIGERIA
Applications are invited for the following posts in the DEPARTMENT OF MATHEMATICS:
(a) PROFESSORS
(b) READERS
(c) LECTURERS I
(d) LECTURERS II

UNIVERSITY OF IBADAN-NIGERIA (continued)
DEPARTMENT OF POLITICAL SCIENCE:
(a) Lecturer in the field of (a) Comparative Politics; (b) Public Administration; (c) Quantitative Politics and Methods.

UNIVERSITY OF IBADAN-NIGERIA (continued)
DEPARTMENT OF TEACHER EDUCATION:
(a) Curriculum Research
(b) Science Education
(c) English Methodology
(d) Social Studies Methodology
(e) Elementary (Primary/Primary) Education
(f) Economics Methodology
(g) Educational Technology
(h) Mathematics Education

UNIVERSITY OF BOTSWANA AND SWAZILAND

Applications are invited for the posts of LECTURERS WITHIN THE FACULTY OF EDUCATION AT BOTSWANA UNIVERSITY COLLEGE

(i) EDUCATIONAL PSYCHOLOGY (2 posts)
(ii) SOCIOLOGY OF EDUCATION
(iii) EDUCATIONAL ADMINISTRATION
(iv) CURRICULUM DEVELOPMENT
(v) MATHEMATICS
(vi) CHEMISTRY

UNIVERSITY OF BOTSWANA AND SWAZILAND (continued)
Detailed applications (three copies) including a full curriculum vitae, a list of references, and a copy of the curriculum vitae should be sent to the Registrar, Botswana University College, Gaborone.

UNIVERSITY OF PAPUA NEW GUINEA (PORT MORESBY)
Applications are invited for the posts of SENIOR TUTOR/TUTOR in the History of Science and Technology

AHMADU BELLO UNIVERSITY-NIGERIA
Applications are invited for the following posts in the DEPARTMENT OF MATHEMATICS:

UNIVERSITY OF IBADAN-NIGERIA (continued)
DEPARTMENT OF POLITICAL SCIENCE (continued)
DEPARTMENT OF TEACHER EDUCATION (continued)
DEPARTMENT OF POLITICAL SCIENCE:
(a) Public Administration; (b) Quantitative Politics and Methods.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

CHAIR IN MANUFACTURING TECHNOLOGY
Applications are invited from graduates with a first class honours degree in Mechanical Engineering or a related subject.

UNIVERSITY OF WILLES
DEPARTMENT OF CHEMISTRY
PROFESSOR
on Professorial rank above £20,106
Research (qualifying Ref. THS) for definite and application form to Personnel Section (Academic) UWIST, Cardiff CF1 3NU

UNIVERSITY OF WILLES (continued)
Applications are invited for the posts of LECTURER/ASSISTANT LECTURER IN THE DEPARTMENT OF ECONOMICS

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
MANAGEMENT ACCOUNTING
Applications are invited for the post of LECTURER in the Department of Management Accounting.

ABERDEEN
THE UNIVERSITY
Applications are invited for the posts of SENIOR LECTURER IN THE DEPARTMENT OF POLITICAL SCIENCE

ABERDEEN (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF POLITICAL SCIENCE

UNIVERSITY OF BANGOR

LECTURER IN ENGLISH
Applications are invited from graduates with a first class honours degree in English or a related subject.

UNIVERSITY OF BANGOR (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF CHEMISTRY

UNIVERSITY OF BANGOR (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF CHEMISTRY

UNIVERSITY OF BANGOR (continued)
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UNIVERSITY OF BANGOR (continued)
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GLASGOW UNIVERSITY

Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF CHEMISTRY

GLASGOW UNIVERSITY (continued)
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GLASGOW UNIVERSITY (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF CHEMISTRY

LONDON UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION

Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF POLITICAL SCIENCE

LONDON UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF POLITICAL SCIENCE

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THE OPEN UNIVERSITY

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THE OPEN UNIVERSITY (continued)
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THE OPEN UNIVERSITY (continued)
Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF POLITICAL SCIENCE

SCOTLAND UNIVERSITY OF ST. ANDREWS

Applications are invited for the posts of LECTURERS IN THE DEPARTMENT OF POLITICAL SCIENCE

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Fellowships and Studentships continued

LANCASTER THE UNIVERSITY... Fellowships are offered from...

OXFORD LADY MARIANET HALL... Fellowships are offered from...

SHEFFIELD THE UNIVERSITY... Fellowships are offered from...

Polytechnics

PRESTON THE POLYTECHNIC... Applications are invited for...

SHEFFIELD CITY POLYTECHNIC... Applications are invited for...

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LEICESTER THE UNIVERSITY... Applications are invited for...

SUNDERLAND THE POLYTECHNIC... Applications are invited for...

TEESSIDE THE POLYTECHNIC... Applications are invited for...

ANNOUNCEMENTS... Various notices and announcements.

APPOINTMENTS WANTED... Notices of individuals seeking appointments.

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FRENCHMAN... Notice regarding a Frenchman's services.

LIBRARIANS... Notices for library positions.

SUNDERLAND THE POLYTECHNIC... Applications are invited for...

Polytechnics continued

ULSTER COLLEGE THE NORTHERN IRELAND POLYTECHNIC... Faculty of Science... LECTURER II Computer Science...

LECTURER II Mathematics... The successful candidate will be required to lecture on a variety of mathematical topics...

Thames Polytechnic

School of Materials Science and Physics... Head: Grade V... Salary scale: £8,109-£8,873... Applications are invited from highly qualified candidates...

Leeds

POLYTECHNIC... LECTURER II/SENIOR LECTURER IN CLINICAL PSYCHOLOGY... Applications should possess an MA in Clinical Psychology...

LECTURER GRADE II/ SENIOR LECTURER IN LAW... £3,279-£5,955 (bar)-£8,417 plus £312 supplement... Trent Polytechnic Nottingham.

PAISLEY COLLEGE (A Scottish Central Institution) HEAD OF DEPARTMENT OF LAND ECONOMICS... Applications are invited for the above post which will be vacant in September, 1977...

Colleges of Further Education... BIRMINGHAM THE UNIVERSITY... THE UNIVERSITY OF SHEFFIELD... NOTTINGHAM THE UNIVERSITY...

Colleges of Further Education... BRADFORD COLLEGE School of Combined Studies... Applications are invited for the post of SENIOR LECTURER IN MANAGERIAL SOCIAL SCIENCE...

BRADFORD COLLEGE School of Combined Studies... SENIOR LECTURER IN MANAGERIAL SOCIAL SCIENCE... Applications are invited for the post of SENIOR LECTURER IN MANAGERIAL SOCIAL SCIENCE...

Colleges of Art... CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE... COLLEGE OF ARTS AND TECHNOLOGY... VICE PRINCIPAL... required from 1st September, 1977, or earlier.

Courses... SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION... POSTGRADUATE CERTIFICATE IN EDUCATION (UNIVERSITY OF WALES)... Applications are invited for admission to the next one year course commencing in September, 1977.

General Vacancies... OXFORD NUFFIELD COLLEGE... RESEARCH OFFICER... Applications are invited for the post of Research Officer...

Universities continued... ABERYSTWYTH THE UNIVERSITY COLLEGE OF WALES... DEPARTMENT OF ENGLISH... Applications are invited for the post of Lecturer in English...

WALEs ST. DAVID'S UNIVERSITY COLLEGE... Applications are invited for the post of Lecturer in History...

REMINDER... Copy for Classified Advertisements in 'THE TIMES' should arrive not later than 10.30 am Monday preceding the date of publication.

Overseas... LIBYAN ARAB REPUBLIC... The Higher Institute of Electronics Beni Walid... Libyan Arab Republic... The Institute is mainly an undergraduate school and lectures are conducted in English.

Vacancies for staff members exist in the following fields: (1) Electronics (2) Communication Theory (3) Instrumentation and Control (4) Computation and Digital Computers (5) Engineering Drawing and Descriptive Geometry (6) Physics (7) Mathematics (8) English Language (preference will be given to candidates of English origin).

Table with 5 columns: Position, From, To, Annual Increment, Total Increment. Rows include Professor, Associate Prof., Assistant Prof., Lecturer, Assl. Lecturer, Lab. Technician.

PROPOSED NOTICE OF VACANCY Geography: Chairperson... The College Park Campus of the University of Maryland is seeking a distinguished scholar with outstanding administrative capacity to serve as Chairperson of the Department.

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Torrens College of Advanced Education ADELAIDE, SOUTH AUSTRALIA... LECTURER/SENIOR LECTURER IN SPECIAL EDUCATION... The position offered is a permanent one with tenure protection after a probationary period of three years.

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH DIRECTOR... The Council invites applications for the Directorship which became vacant following the recent death of Dr. W. C. Radford. Applicants should have demonstrated achievement in educational research and capacity to lead a large organisation.

A 'REVIEW OF NEW COURSES' FEATURE will be Published on Friday, March 4 1977... For further details of advertising please contact John Ladbrook 01-837 1234

Handwritten note: 01-837 1234